

School Improvement Plan - 2010-2011

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Sand Creek Elementary Sch (3349)

Jennings County Schools

North Vernon, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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School Improvement Plan Introduction

Sand Creek Elementary Sch

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221
- Title I - Schoolwide
- Title I - School in Improvement

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy.

Questions about the School Improvement Plan should be directed to the building principal.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

Steering Team

- Tammy Bates - Teacher
- Penny Clark - Teacher
- Angie Dowell - Teacher
- Chris Ertel - Community
- Patty Ertel - Administrator
- Elizabeth Lane - School Counselor
- Kristi Morris - Teacher
- Kim Rinker - Parent/Guardian
- Susie Webster - Teacher

Strategy Chairs

- Lynn Acton
- Angie Dowell
- Jennifer Downing
- Patty Ertel
- Melissa Giddens
- Pamela Gross
- Carol Hadley
- Kara Holdsworth
- Corey Layton
- David Meek
- Melissa Patterson
- Susie Webster

Community Council

- Nichol Brooks - Parent
- David Cheatham - Community
- Patrick Dickerson - Business
- Chris Ertel - Business
- Daniel Fox - Kiwanis
- Bill Lane - Parent
- Kim Rinker - Parent
- James Webster - Police Chief and Parent
- Susan Webster - Reading Coach
- Rhonda Wettrick - Parent
- Tami Williams - Community

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

to receive high quality, engaging instruction provided in a safe environment that is conducive to student learning. We believe all students deserve the opportunity and encouragement to succeed, and to pursue higher education. We further believe that all students deserve adequate resources and additional academic support as needed, in order to master grade appropriate benchmarks and Indiana Academic Standards.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

hold high expectations of students in order to prepare them for the future, participate in after school activities and conferences, provide differentiated as well as research based instruction to meet the needs of all students, provide engaging work and lessons for students, and employ a variety of materials and strategies to reach all students.

In this environment where all adults are living by their core convictions, all students:

are engaged, motivated life long learners who value education and accept responsibility for their actions and learning.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who pass ISTEP Language Arts: 100%
- % of students who pass ISTEP Math: 100%
- % of students who pass Acuity Math: 100%
- % of students who pass Acuity Language Arts: 100%
- % of students who meet benchmark in mCLASS Reading: 100%
- % of students who meet benchmark in mCLASS Math: 100%
- % of students who earn all A's in Math, English, Scoical Studies, and Science: 100%

Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

All Students Grades 3-6 - Passing Math Problem Solving on ISTEP

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74%	81%	83%	76%	78%		80%		82%		84%		100%

All Students Grades 3-6 - Passing Reading Comprehension on ISTEP

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	72%	75%	71%	75%		77%		79%		81%		100%

Fourth and Fifth Grade General Ed. Students - Passing LA ISTEP

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			61%	63%		65%		67%		69%		100%

Fourth and Fifth Grade General Ed. Students - Passing Math ISTEP

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			62%	64%		66%		68%		70%		100%

Students Grades 3-6 Special Education - Passing ISTEP Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45%	33%	36%	53.3	55.3%		57.3%		59.3%		61.3%		100%

Students in Grades Kindergarten- Sixth Grade - Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			56%	58%		60%		62%		64%		100%

Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Local Areas of Concern

We are concerned that... [blank]

We are concerned that... students need a safe learning environment

*78% of students in grades 3-6 feel safe at school. *62% of all students say that other students bother them and this interferes with their learning. *60% of faculty say the behaviors in their classroom interferes with other students' ability to learn. *41% of our students say they have a personal problem that interfere with their school work and 100% of the staff agree.

Required Areas of Concern

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

V. Peer Review for SIP

Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment & Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

Strategy Data: Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

Strategy To-Do Lists: Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

Local Strategies

Attendance

The attendance policy, as listed in the student handbook, will be reviewed with students quarterly, published in the parent newsletter, agenda, and enforced by the administration. During these class meetings it will be clearly stated that students are expected to attend school, and that there is a direct correlation between attendance and mastery of academic standards. Exemplary attendance will be recognized by the school and public communities.

Impact Level: High Impact - Outside

Focus: Specific

Safe and Disciplined Learning Environment: Guidance Lessons

The guidance counselor at Sand Creek Elementary will continue to have monthly classroom lessons focusing on character development. She will also continue to have small group lessons and individualized lessons dependent on the needs of students.

Impact Level: High Impact - Inside

Focus: General

Wellness

Sand Creek Elementary will continue to follow the district wellness plan.

Impact Level: High Impact - Outside

Focus: General

Required Strategies

A. Parent Involvement: Combating Parent Apathy

This strategy will incorporate strong collaboration with community resources in the following way: The Sand Creek Staff and interested community members will encourage parents/guardians of the student body to become increasingly involved in their child's/children's education by developing and implementing after school activities. Parents/guardians will be invited to the school to attend these events at various times throughout the year.

Impact Level: High Impact - Outside

Focus: Specific

B. Educator Training for Parent Involvement

During parent/teacher conferences Title 1 staff will provide parents with resources or tools to assist parents in working with their child at home.

Impact Level: High Impact - Outside

Focus: General

C. Outreach to Preschool Parent Involvement Programs

Title I staff will meet with the parents of each preschool age child during spring kindergarten round-up and provide results of kindergarten readiness screening. They will also provide resources and tools to use in an effort to prepare their child for school. Sand Creek Title I staff will hold "Little Cyclone Night" for students entering kindergarten. Math and language arts activities will be completed by families along with distribution of parent resources.

Impact Level: High Impact - Outside

Focus:

E. Parent Information Resource Center Website

Sand Creek Elementary will make parents aware of the parent information resource center website: www.fscp.org on the weekly school newsletter.

Impact Level: Low Impact

Focus: General

F. Encourage Rigorous Curriculum

This strategy provides an enriched and accelerated curriculum for students. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. Teacher K-6 will identify high ability students by using the Kingore observational inventory, results from DIBELS/Reading 3D, ISTEP 3-6, SAGES 2, and GATES assessments each 9 weeks. Teachers will use supplemental materials and differentiated instruction to encourage the high ability students to surpass their grade level work. Teachers will attend high ability and differentiated instruction professional development during staff meetings throughout the school year. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Mathematics

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Mathematics teachers will instruct daily in one 30 minute session using a multi-tiered, small group approach providing interventions, remediation, and/or extensions in addition to the core math time. *Special education is targeted assistance group* Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Reading Comprehension

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to

address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Reading teachers will provide concrete meta-cognitive and comprehension skills and strategies that develop strategic thinkers during whole group and small group instruction. *Special education is targeted assistance group* Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessional, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals. Also, we will make parents aware of the school's progress in employing all highly qualified teachers and paraprofessionals by informing parents through the Parent's Right To Know letter which is found in the student handbook. Sand Creek Elementary school will also create or maintain a list of all teachers in the building and indicate whether or not each teacher holds a valid Indiana teaching license. If non-highly qualified teachers exist in the school, a letter will be sent home to parents letting them know this information.

Impact Level: High Impact - Inside

Focus: General

K. Attracting Highly Qualified Teachers

To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school by scheduling common, collaborative time, providing professional development opportunities, and state of the art technology. Jennings County Schools has selected the Schlechty Center for Leadership in School Reform's Standard-Bearer District-Wide Model as the basis for accreditation for meeting the requirements of Public Law 221.

Impact Level: High Impact - Outside

Focus: Specific

L. Early Childhood Transition: Transition from Pre-K to Kindergarten

Sand Creek Elementary Title I staff will provide monthly workshops at Sand Creek Elementary during the school day. These workshops will provide parents with literacy activities including: phonemic awareness, alphabetic principle, and print concepts in an effort to better prepare their children for kindergarten. The Pre-K students will be taught literacy skills, Sand Creek Elementary procedures, and classroom expectations.

Impact Level: High Impact - Inside

Focus: Specific

M. Parent Notice - Assessment Results

Sand Creek Teachers Grades 3-6 will send home Acuity Reading and Math assessment data and text reading benchmark assessment data 3 times throughout the year. ISTEP results will be sent to parents in May 2010. Grades K-2 will send home mClass Reading and Math results 3 times throughout the year.

Impact Level: Low Impact

Focus:

N. Parent Notice - School in Improvement

Sand Creek Elementary did not meet AYP for the 2008-2009 school year and is in year 2 school improvement. Therefore, a notice of adequate yearly progress was sent home on May 17, 2010 by the Sand Creek Principal. This letter informed parents that our school did not meet AYP and it outlined the options of choice and supplemental educational services. A school transfer request form was attached.

Impact Level: High Impact - Outside

Focus: General

O. Extended Learning Activities

Sand Creek students that receive free/reduced price lunch and did not pass ISTEP+ test are eligible for free reading and math tutoring. The tutoring will occur after school at Sand Creek Elementary. The providers of the tutoring will be chosen in the fall from a list developed by the Indiana Department of Education. As part of this strategy, we will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles.

Impact Level: High Impact - Inside

Focus: Specific

P. Teacher Mentoring Program

The School Board shall provide professional staff members a program of orientation, assistance, and support during the mentor period of employment in the Corporation. All staff members will participate in corporation wide professional development from the Schlechty Center for Leadership in School Reform on August 10, 2010. Sand Creek Elementary teachers will also receive mentoring and resources from our Literacy Coach throughout the school year.

Impact Level: High Impact - Outside

Focus: Specific

Q. School-Parent Involvement Policy

Sand Creek Title 1 staff members will send a copy of the Sand Creek Parent Involvement policy to parents of all students during the first month of school. During the school year Title 1 staff and a parent representative will review and revise the policy. The parent involvement policy will include the components listed on the DOE School Parent Involvement Policy Checklist.

Impact Level: Low Impact

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

Sand Creek Elementary will distribute the Parent Right to Know letter to all students during the first week of the 2010-2011 school year. The letter will be printed in the student hand book that each child receives during the first week of school. New students enrolling throughout the school year will receive the handbook when they enroll. Parents will be required to sign a paper stating they have read the Parent Right to Know letter. If parents do not sign the paper, an individual Parent Right to Know letter will be sent home with the child for review and signature of the parent. If the second attempt fails to provide a parent signature of receipt then individual copies will be mailed the the parents.

Impact Level: Low Impact

Focus: General

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

Sand Creek Elementary will send a letter notifying parents if a non highly qualified substitute teacher will be teaching in a classroom for four or more consecutive weeks.

Impact Level:

Focus:

S. School-Parent Compact

Sand Creek Elementary Title I staff will send a school parent compact to each student the first month of school. During the school year Title 1 staff and a parent representative will meet to review and revise the school-parent compact. The compact will include all components described on the DOE School-Parent Compact Checklist.

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

Title I staff will conduct an annual parent meeting three times during the first month of school.

Impact Level: High Impact - Outside

Focus: General

U. Focused Student Group: Focused Academic Area Language Arts -- Special Education

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the

faculty and Community Council selected this strategy for implementation next year. Reading teachers will provide concrete meta-cognitive and comprehension skills and strategies that develop strategic thinkers during whole group and small group instruction. The majority of special education students will receive these meta-cognitive lessons in addition to their special education minutes. Special education teachers will receive school-wide language arts professional development. *See Focused Academic Area: Reading Comprehension* Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

V. Peer Review for SIP

LEA will arrange a meeting for peer review of the SIP 45 days after approval of the plan. Principal will select as peer reviewers teachers and administrator from Brush Creek Elementary School to review the SIP. Reviewers will complete the peer review process per state guidelines. The LEA will work with Sand Creek to make necessary revisions, respond to any feedback and approve the SIP. Followup will be done by the LEA to determine if the approved plan is being implemented.

Impact Level: High Impact - Outside

Focus: Specific

Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

Required Strategies

B. Educator Training for Parent Involvement

number of parent surveys completed and returned

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	80%		85%	

F. Encourage Rigorous Curriculum

% of KOI folders completed each semester

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100%		100%	

I. Focused Academic Area: Mathematics

Percent of teachers using Math Minutes, Rocket Math, Problem Solver, Marcy Cook, Accelerated Math and ISTEP Applied Skills problems on a regular basis.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100		100	

I. Focused Academic Area: Reading Comprehension

% of teachers implementing concrete meta-cognitive and comprehension skills and strategies in their classroom. (walk-through)

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
16%	60%		80%	

L. Early Childhood Transition: Transition from Pre-K to Kindergarten

% of responses on parent surveys that found the provided information useful

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed To-Do list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their To-Do list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Annual Parent Meeting

Aug 17, 2010: Create Flyer **Person:** Vanessa Vance
Aug 24, 2010: Distribute Flyers **Person:** Carol Hadley
Aug 24, 2010: Update PowerPoint Presentation **Person:** Angie Dowell
Aug 27, 2010: Purchase snacks and door prizes **Person:** Angie Dowell
Sep 11, 2010: Present Annual Parent Meeting **Person:** Title 1 Staff Members
Sep 11, 2010: Set up room for meeting **Person:** Angie Dowell/Jan Barringer

Attendance

Apr 1, 2010: Collect baseline data: **Person:**
Apr 1, 2010: Collect baseline data: Attendance percentages **Person:** Linda Leach
Aug 13, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader
Aug 16, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans
Aug 20, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader
Aug 23, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans
Aug 27, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader
Aug 30, 2010: Attendance Brochure **Person:** Jennifer Downing/Donna Kreutzjans
Aug 30, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans
Sep 3, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader
Sep 3, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans
Sep 6, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans
Sep 10, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader
Sep 10, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans
Sep 13, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans
Sep 17, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader
Sep 17, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans
Sep 20, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans
Sep 24, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader
Sep 24, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans
Sep 27, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans
Oct 1, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader
Oct 1, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans
Oct 4, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans
Oct 8, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader
Oct 8, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans
Oct 11, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Oct 15, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Oct 15, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Oct 18, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Oct 22, 2010: Attendance certificates **Person:** Linda Leach

Oct 22, 2010: Attendance certificates awarded to students each nine weeks **Person:** Linda Leach

Oct 22, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Oct 22, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Oct 25, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Oct 29, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Oct 29, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Nov 1, 2010: Attendance Brochure **Person:** Jennifer Downing/Donna Kreutzjans

Nov 1, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Nov 5, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Nov 5, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Nov 8, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Nov 12, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Nov 12, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Nov 15, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Nov 19, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Nov 19, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Nov 22, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Nov 26, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Nov 26, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Nov 29, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Nov 30, 2010: Collect fall data: **Person:**

Nov 30, 2010: Collect fall data: Attendance percentages **Person:** Linda Leach

Dec 3, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Dec 3, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Dec 6, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Dec 10, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Dec 10, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Dec 13, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Dec 17, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Dec 17, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Dec 20, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Dec 24, 2010: Attendance certificates **Person:** Linda Leach

Dec 24, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Dec 24, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Dec 27, 2010: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Dec 31, 2010: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Dec 31, 2010: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Jan 3, 2011: Attendance Brochure **Person:** Jennifer Downing/Donna Kreutzjans

Jan 3, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Jan 7, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Jan 7, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Jan 10, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Jan 14, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Jan 14, 2011: Semester attendance party 1 **Person:** Patty Ertel/teachers

Jan 14, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Jan 17, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Jan 21, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Jan 21, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Jan 24, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Jan 28, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Jan 28, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Jan 31, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Feb 4, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Feb 4, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Feb 7, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Feb 11, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Feb 11, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Feb 14, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Feb 18, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Feb 18, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Feb 21, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Feb 25, 2011: Attendance certificates **Person:** Linda Leach

Feb 25, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Feb 25, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Feb 28, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Mar 4, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Mar 4, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Mar 7, 2011: Attendance Brochure **Person:** Jennifer Downing/Donna Kreutzjans

Mar 7, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Mar 11, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Mar 11, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Mar 14, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Mar 18, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Mar 18, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Mar 21, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Mar 25, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Mar 25, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Mar 28, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Apr 1, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Apr 1, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Apr 4, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Apr 8, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Apr 8, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Apr 11, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Apr 15, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Apr 15, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Apr 18, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Apr 22, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Apr 22, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Apr 25, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

Apr 29, 2011: Attendance certificates **Person:** Linda Leach

Apr 29, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

Apr 29, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

May 2, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

May 6, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

May 6, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

May 9, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

May 13, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

May 13, 2011: Semester attendance party 2 **Person:** Patty Ertel/teachers

May 13, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

May 16, 2011: Attendance Trophy-Weekly attendance trophy and class picture on display in cafe' **Person:** Jason Longmeir/Donna Kreutzjans

May 20, 2011: Attendance letters to parents per JCSC policy **Person:** Sue Sporleader

May 20, 2011: Weekly attendance winners will sing the school song during morning announcements **Person:** Donna Kreutzjans

Jun 30, 2011: Collect spring data: **Person:**

Jun 30, 2011: Collect spring data: Attendance percentages **Person:** Linda Leach

Early Childhood Transition

Apr 1, 2010: Collect baseline data: **Person:**

Apr 1, 2010: Collect baseline data: % of responses on parent surveys that found the provided information useful **Person:** Title I staff

Aug 11, 2010: Organizational meeting **Person:** Title I staff

Aug 12, 2010: Distribute info on program **Person:** Title I staff

Sep 16, 2010: Monthly workshop based on student needs **Person:** Title I staff

Oct 14, 2010: Materials will be distributed to students who did not attend last monthly session **Person:** Title 1 staff

Oct 14, 2010: Monthly workshop based on student needs **Person:** Title I staff

Nov 18, 2010: Materials will be distributed to students who did not attend last monthly session **Person:** Title 1 staff

Nov 18, 2010: Monthly workshop based on student needs **Person:** Title I staff

Nov 30, 2010: Collect fall data: **Person:**

Nov 30, 2010: Collect fall data: % of responses on parent surveys that found the provided information useful **Person:** Title I staff

Dec 16, 2010: Materials will be distributed to students who did not attend last monthly session **Person:** Title 1 staff

Dec 16, 2010: Monthly workshop based on student needs **Person:** Title I staff

Jan 20, 2011: Materials will be distributed to students who did not attend last monthly session **Person:** Title 1 staff

Jan 20, 2011: Monthly workshop based on student needs **Person:** Title I staff

Feb 17, 2011: Materials will be distributed to students who did not attend last monthly session **Person:** Title 1 staff

Feb 17, 2011: Monthly workshop based on student needs **Person:** Title I staff

Mar 17, 2011: Materials will be distributed to students who did not attend last monthly session **Person:** Title 1 staff

Mar 17, 2011: Monthly workshop based on student needs **Person:** Title I staff

Apr 21, 2011: Materials will be distributed to students who did not attend last monthly session **Person:** Title 1 staff

Apr 21, 2011: Monthly workshop based on student needs **Person:** Title I staff

May 12, 2011: Final workshop based on student needs **Person:** Title I staff

Jun 30, 2011: Collect spring data: **Person:**

Jun 30, 2011: Collect spring data: % of responses on parent surveys that found the provided information useful **Person:** Title I staff

Educator Training for Parent Involvement

Apr 1, 2010: Collect baseline data: number of parent surveys completed and returned **Person:** Angie Dowell/Susie Webster

Aug 12, 2010: Create grade level appropriate tools and resources for parents **Person:** Title 1 staff

Aug 12, 2010: Create tools and resources **Person:** Title 1 staff

Sep 12, 2010: Create grade level appropriate tools and resources for parents **Person:** Title 1 staff

Sep 12, 2010: Create tools and resources **Person:** Title 1 staff

Oct 18, 2010: Demonstrate to parents how to use tools or resources **Person:** Title 1 Staff

Oct 18, 2010: Distribute tools and resources **Person:** Title 1 staff

Oct 19, 2010: Demonstrate to parents how to use tools or resources **Person:** Title 1 Staff

Oct 19, 2010: Distribute tools and resources **Person:** Title 1 staff

Nov 29, 2010: Create parent survey **Person:** Carol Hadley
Nov 30, 2010: Collect fall data: number of parent surveys completed and returned **Person:** Angie Dowell/Susie Webster
Dec 6, 2010: Distribute parent surveys **Person:** Carol Hadley
Dec 21, 2010: Follow up survey phone calls **Person:** Angie Dowell/Susie Webster
Jun 30, 2011: Collect spring data: number of parent surveys completed and returned **Person:** Angie Dowell/Susie Webster

Encourage Rigorous Curriculum

Apr 1, 2010: Collect baseline data: **Person:**
Apr 1, 2010: Collect baseline data: **Person:**
Apr 1, 2010: Collect baseline data: % of KOI folders completed each semester **Person:** Melissa Patterson
May 13, 2010: Gathering Identified Student Data **Person:** Melissa Patterson
Aug 1, 2010: Provide KOI Folders **Person:** Patty Ertel and Melissa Patterson
Sep 1, 2010: Coaching as needed **Person:** Melissa Patterson
Sep 7, 2010: Differentiated Instruction **Person:** Melissa Patterson
Oct 3, 2010: Provide KOI Folders **Person:** Patty Ertel and Melissa Patterson
Oct 12, 2010: Differentiated Instruction **Person:** Melissa Patterson
Oct 14, 2010: Gathering Identified Student Data **Person:** Melissa Patterson
Nov 1, 2010: Coaching as needed **Person:** Melissa Patterson
Nov 9, 2010: Differentiated Instruction **Person:** Melissa Patterson
Nov 30, 2010: Collect fall data: **Person:**
Nov 30, 2010: Collect fall data: **Person:**
Nov 30, 2010: Collect fall data: % of KOI folders completed each semester **Person:**
Dec 5, 2010: Provide KOI Folders **Person:** Patty Ertel and Melissa Patterson
Dec 7, 2010: Differentiated Instruction **Person:** Melissa Patterson
Dec 17, 2010: Gathering Identified Student Data **Person:** Melissa Patterson
Jan 4, 2011: Coaching as needed **Person:** Melissa Patterson
Jan 11, 2011: Differentiated Instruction **Person:** Melissa Patterson
Feb 8, 2011: Differentiated Instruction **Person:** Melissa Patterson
Mar 8, 2011: Differentiated Instruction **Person:** Melissa Patterson
Mar 11, 2011: Gathering Identified Student Data **Person:** Melissa Patterson
Apr 10, 2011: Provide KOI Folders **Person:** Patty Ertel and Melissa Patterson
Apr 12, 2011: Differentiated Instruction **Person:** Melissa Patterson
May 10, 2011: Differentiated Instruction **Person:** Melissa Patterson
Jun 30, 2011: Collect spring data: **Person:**
Jun 30, 2011: Collect spring data: **Person:**
Jun 30, 2011: Collect spring data: % of KOI folders completed each semester **Person:**

Extended Learning Activities

Apr 1, 2010: Collect baseline data: Enrollees passing the spring ISTEP in 2011 **Person:**
Apr 1, 2010: Collect baseline data: Participation of attendees **Person:**
May 17, 2010: Develop School Improvement Letter **Person:** Patty Ertel
May 17, 2010: Mail out school improvement letter **Person:** Patty Ertel
Aug 12, 2010: Approve contracts with providers for the tutoring **Person:** Patty Ertel
Aug 12, 2010: Arrange for tutoring to take place at Sand Creek Elementary **Person:** Patty Ertel
Aug 12, 2010: Get list of approved providers **Person:** Patty Ertel
Aug 31, 2010: Enrollment forms will be sent home for students **Person:** Patty Ertel
Aug 31, 2010: Parents will receive a letter informing them of the tutoring service available **Person:** Patty Ertel
Aug 31, 2010: Set up times for tutoring throughout the school year **Person:** Patty Ertel
Sep 17, 2010: Enrollment forms will be collected **Person:** Patty Ertel
Sep 24, 2010: Staff will be hired to provide the tutoring **Person:** Patty Ertel
Oct 5, 2010: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Oct 12, 2010: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Oct 19, 2010: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Oct 26, 2010: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Nov 2, 2010: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Nov 9, 2010: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Nov 16, 2010: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel

Nov 23, 2010: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Nov 30, 2010: Collect fall data: Enrollees passing the spring ISTEP in 2011 **Person:**
Nov 30, 2010: Collect fall data: Participation of attendees **Person:**
Nov 30, 2010: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Dec 7, 2010: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Dec 14, 2010: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Dec 21, 2010: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Dec 28, 2010: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Jan 4, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Jan 11, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Jan 18, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Jan 25, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Feb 1, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Feb 8, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Feb 15, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Feb 22, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Mar 1, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Mar 8, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Mar 15, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Mar 22, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Mar 29, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Apr 5, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Apr 12, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Apr 19, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Apr 26, 2011: Tutoring will take place 2 times a week for 1 1/2 hour increments **Person:** Patty Ertel
Apr 29, 2011: Participation numbers will be measured at the end of the program **Person:** Patty Ertel
May 18, 2011: Collect Istep data on attendees **Person:** Patty Ertel
Jun 30, 2011: Collect spring data: Enrollees passing the spring ISTEP in 2011 **Person:**
Jun 30, 2011: Collect spring data: Participation of attendees **Person:**

Focused Academic Area

Apr 1, 2010: Collect baseline data: **Person:** Lynn Acton
Apr 1, 2010: Collect baseline data: % of teachers implementing concrete meta-cognitive and comprehension skills and strategies in their classroom. (walk-through) **Person:** Susie Webster
Apr 1, 2010: Collect baseline data: Percent of teachers using Math Minutes, Rocket Math, Problem Solver, Marcy Cook, Accelerated Math and ISTEP Applied Skills problems on a regular basis. **Person:** Lynn Acton
Apr 26, 2010: Distribute Professional resource: Comprehension Connections by Tanny McGregor **Person:** Patty Ertel
May 3, 2010: Math Binders will be purchased for students in grades 2-6 **Person:** Patricia Ertel
Jun 30, 2010: Math Walkthroughs will be completed in all classrooms **Person:** Lynn Acton and Kristi Morris
Aug 16, 2010: Fifth Grade teachers will have a Math Binder for every student **Person:** 5th Teachers
Aug 16, 2010: Fifth Grade teachers will teach Accelerated Math every Tuesday and Thursday **Person:** 5th Teachers
Aug 16, 2010: First Grade teachers will teach Marcy Cook everyday for 30 minutes for the first 9 weeks of school **Person:** 1st Teachers
Aug 16, 2010: Kindergarten teachers will complete Marcy Cook activities daily for 30 minutes **Person:** K Teachers
Aug 16, 2010: Second Grade teachers will have binders for students **Person:** 2nd Teachers
Aug 16, 2010: Second grade teachers will teach Accelerated Math on Tuesdays and Thursdays **Person:** 2nd Teachers
Aug 16, 2010: Second Grade teachers will teach Rocket Math, Math Minute, and Problem Solver on Mondays, Wednesdays, and Fridays **Person:** 2nd Teachers
Aug 16, 2010: Sixth Grade Math Teacher will have a Math Binder for every student **Person:** 6th Grade Math Teacher
Aug 16, 2010: Sixth Grade Math teacher will teach Accelerated Math and/or Acuity everyday **Person:** 6th Grade Math Teacher
Aug 16, 2010: Third and Fourth grade teachers will have a Math binder for every student **Person:** 3rd and 4th Grade Teachers
Aug 16, 2010: Third and Fourth grade teachers will teach Accelerated Math on Tuesdays and Thursdays **Person:** 3rd and 4th Grade Teachers
Aug 16, 2010: Third and Fourth grade teachers will teach Rocket Math, Math Minute, and Problem Solving (Problem Solver, Daily Word Problems, Applied Skills ISTEP problems) on Mondays, Wednesdays, and Fridays **Person:** 3rd and 4th Grade Teachers
Sep , 2010: Math Walkthroughs will be completed in all classrooms **Person:** Lynn Acton and Kristi Morris
Sep 1, 2010: Math Walkthroughs will be completed in all classrooms **Person:** Lynn Acton and Kristi Morris
Sep 7, 2010: Daily Common Grade Level Prep Time **Person:** Patty Ertel
Sep 7, 2010: Professional Resource Available: Comprehension Toolkit (3-6) 1 per grade level **Person:** Patty Ertel

Sep 7, 2010: Professional Resource available: Primary Comprehension Toolkit 1 per grade level **Person:** Patty Ertel

Sep 7, 2010: Provide annual supplies needed for implementation (chart paper, post-its, poster-maker paper, highlighters, markers)
Person: Patty Ertel

Sep 13, 2010: Assessment Wall **Person:** Susie Webster, Literacy Coach

Sep 16, 2010: Fifth Grade teachers will teach Math Minutes and Problem Solving (Problem Solver, Daily Word Problems, Applied Skills ISTEP problems) every Monday, Wednesday, and Friday **Person:** 5th Teachers

Sep 20, 2010: Coaching as needed **Person:** Susie Webster, Literacy Coach

Sep 20, 2010: Model and/or coach as needed **Person:** Susie Webster, Literacy Coach

Sep 27, 2010: Distribute Reading Comprehension Walk-through Checklist **Person:** Abi Greathouse

Sep 28, 2010: Grade Level Collaboration Sessions **Person:** Susie Webster, Literacy Coach

Sep 28, 2010: Professional resource: Comprehension Connections by Tanny McGregor **Person:** Susie Webster

Oct 7, 2010: Daily Common Grade Level Prep Time **Person:** Patty Ertel

Oct 12, 2010: Professional Resource available: Florida Center for Reading Research Student Activities <http://www.fcrr.org> **Person:** Susie Webster

Oct 18, 2010: First Grade teachers will have a folder for Rocket Math, a folder for Math Minute, and a folder for Problem Solver for every student **Person:** 1st Teachers

Oct 18, 2010: First Grade teachers will teach Marcy Cook on Tuesdays and Thursdays **Person:** 1st Teachers

Oct 18, 2010: First Grade teachers will teach Rocket Math, Math Minutes, and Problem Solver on Mondays, Wednesdays, and Fridays for 30 minutes **Person:** 1st Teachers

Oct 20, 2010: Coaching as needed **Person:** Susie Webster, Literacy Coach

Oct 20, 2010: Model and/or coach as needed **Person:** Susie Webster, Literacy Coach

Oct 28, 2010: Grade Level Collaboration Sessions **Person:** Susie Webster, Literacy Coach

Oct 28, 2010: Professional resource: Comprehension Connections by Tanny McGregor **Person:** Literacy Coach

Nov 3, 2010: Math Walkthroughs will be completed in all classrooms **Person:** Lynn Acton and Kristi Morris

Nov 7, 2010: Daily Common Grade Level Prep Time **Person:** Patty Ertel

Nov 9, 2010: Professional Resource available: McMillan McGraw Hill Treasures website for unit and basal story activities: <http://activities.macmillanmh.com/reading/treasures> **Person:** Abi Greathouse

Nov 15, 2010: Assessment Wall **Person:** Susie Webster, Literacy Coach

Nov 20, 2010: Coaching as needed **Person:** Susie Webster, Literacy Coach

Nov 20, 2010: Model and/or coach as needed **Person:** Susie Webster, Literacy Coach

Nov 28, 2010: Grade Level Collaboration Sessions **Person:** Susie Webster, Literacy Coach

Nov 28, 2010: Professional resource: Comprehension Connections by Tanny McGregor **Person:** Literacy Coach

Nov 30, 2010: Collect fall data: **Person:** Lynn Acton

Nov 30, 2010: Collect fall data: % of teachers implementing concrete meta-cognitive and comprehension skills and strategies in their classroom. (walk-through) **Person:** Tammy Bates & Abi Greathouse

Nov 30, 2010: Collect fall data: Percent of teachers using Math Minutes, Rocket Math, Problem Solver, Marcy Cook, Accelerated Math and ISTEP Applied Skills problems on a regular basis. **Person:** Lynn Acton

Dec 7, 2010: Daily Common Grade Level Prep Time **Person:** Patty Ertel

Dec 7, 2010: Professional Resource available: net trekker teacher resource tool through JCSC: <http://www.nettrekker.com/us/overview> **Person:** Abi Greathouse

Dec 20, 2010: Coaching as needed **Person:** Susie Webster, Literacy Coach

Dec 20, 2010: Model and/or coach as needed **Person:** Susie Webster, Literacy Coach

Dec 28, 2010: Grade Level Collaboration Sessions **Person:** Susie Webster, Literacy Coach

Dec 28, 2010: Professional resource: Comprehension Connections by Tanny McGregor **Person:** Susie Webster

Jan 5, 2011: Math Walkthroughs will be completed in all classrooms **Person:** Lynn Acton and Kristi Morris

Jan 7, 2011: Daily Common Grade Level Prep Time **Person:** Patty Ertel

Jan 17, 2011: Assessment Wall **Person:** Susie Webster, Literacy Coach

Jan 20, 2011: Coaching as needed **Person:** Susie Webster, Literacy Coach

Jan 20, 2011: Model and/or coach as needed **Person:** Susie Webster, Literacy Coach

Jan 28, 2011: Grade Level Collaboration Sessions **Person:** Susie Webster, Literacy Coach

Jan 28, 2011: Professional resource: Comprehension Connections by Tanny McGregor **Person:** Susie Webster, Literacy Coach

Feb 7, 2011: Daily Common Grade Level Prep Time **Person:** Patty Ertel

Feb 20, 2011: Coaching as needed **Person:** Susie Webster, Literacy Coach

Feb 20, 2011: Model and/or coach as needed **Person:** Susie Webster, Literacy Coach

Feb 28, 2011: Grade Level Collaboration Sessions **Person:** Susie Webster, Literacy Coach

Feb 28, 2011: Professional resource: Comprehension Connections by Tanny McGregor **Person:** Literacy Coach

Mar 7, 2011: Daily Common Grade Level Prep Time **Person:** Patty Ertel

Mar 9, 2011: Math Walkthroughs will be completed in all classrooms **Person:** Lynn Acton and Kristi Morris

Mar 20, 2011: Coaching as needed **Person:** Susie Webster, Literacy Coach

Mar 20, 2011: Model and/or coach as needed **Person:** Susie Webster, Literacy Coach

Mar 21, 2011: Assessment Wall **Person:** Susie Webster, Literacy Coach
Mar 28, 2011: Grade Level Collaboration Sessions **Person:** Susie Webster, Literacy Coach
Mar 28, 2011: Professional resource: Comprehension Connections by Tanny McGregor **Person:** Literacy Coach
Apr 7, 2011: Daily Common Grade Level Prep Time **Person:** Patty Ertel
Apr 20, 2011: Coaching as needed **Person:** Susie Webster, Literacy Coach
Apr 20, 2011: Model and/or coach as needed **Person:** Susie Webster, Literacy Coach
Apr 28, 2011: Grade Level Collaboration Sessions **Person:** Susie Webster, Literacy Coach
Apr 28, 2011: Professional resource: Comprehension Connections by Tanny McGregor **Person:** Literacy Coach
May 7, 2011: Daily Common Grade Level Prep Time **Person:** Patty Ertel
May 11, 2011: Math Walkthroughs will be completed in all classrooms **Person:** Lynn Acton and Kristi Morris
May 20, 2011: Coaching as needed **Person:** Susie Webster, Literacy Coach
May 20, 2011: Model and/or coach as needed **Person:** Susie Webster, Literacy Coach
May 23, 2011: Assessment Wall **Person:** Susie Webster, Literacy Coach
Jun 30, 2011: Collect spring data: **Person:** Lynn Acton
Jun 30, 2011: Collect spring data: % of teachers implementing concrete meta-cognitive and comprehension skills and strategies in their classroom. (walk-through) **Person:** Tami Williams & Karin Tichenor
Jun 30, 2011: Collect spring data: Percent of teachers using Math Minutes, Rocket Math, Problem Solver, Marcy Cook, Accelerated Math and ISTEP Applied Skills problems on a regular basis. **Person:** Lynn Acton

Focused Student Group

Apr 1, 2010: Collect baseline data: **Person:**
Apr 1, 2010: Collect baseline data: **Person:**
Nov 30, 2010: Collect fall data: **Person:**
Nov 30, 2010: Collect fall data: **Person:**
Jun 30, 2011: Collect spring data: **Person:**
Jun 30, 2011: Collect spring data: **Person:**

Outreach to Preschool Parent Involvement Programs

Apr 1, 2010: Collect baseline data: **Person:**
Nov 30, 2010: Collect fall data: **Person:**
Jun 30, 2011: Collect spring data: **Person:**

Parent Involvement

Aug 16, 2010: Create sign-up sheet for volunteers **Person:** Julie Colley
Aug 20, 2010: Contact Public Library and obtain a library flyer **Person:** Julie Colley
Aug 20, 2010: Create brochure with list of educational websites **Person:** Julie Colley
Aug 20, 2010: Create Parent Letter or flyer for event/Give to Donna to copy and distribute to teachers **Person:** Julie Colley
Aug 23, 2010: Classroom teachers send home Parent Letter or flyer w/students **Person:** Classroom teachers
Aug 27, 2010: Schedule volunteers for event including the technology portion **Person:** Julie Colley
Sep 1, 2010: Create reminder flyer to send home/Give to Donna to copy and distribute to classroom teachers **Person:** Julie Colley
Sep 7, 2010: Create sign-in sheets and parent survey **Person:** Carol Hadley
Sep 7, 2010: Locate needed materials **Person:** Julie Colley
Sep 7, 2010: Send home reminder flyers **Person:** Classroom teachers
Sep 9, 2010: Set up "Game Night" and have parents complete survey **Person:** Julie Colley
Sep 10, 2010: Send out staff survey **Person:** Carol Hadley
Sep 15, 2010: Analyze data from surveys **Person:** Carol Hadley
Sep 15, 2010: Outreach Program: Send Website Brochures and Library Flyers to parents **Person:** Carol Hadley
Oct 4, 2010: Create a list of children's made into movies **Person:** Penny Royse
Oct 4, 2010: Create volunteer sheet and sign-in **Person:** Penny Royse
Oct 10, 2010: Select movie **Person:** Patty Ertel
Oct 14, 2010: Create flyer for Movie Night **Person:** Penny Royse
Oct 15, 2010: Give Movie Night flyer to Donna to copy and distribute to classroom teachers **Person:** Penny Royse
Oct 18, 2010: Make arrangements for refreshments w/PTO **Person:** Penny Royse
Oct 18, 2010: Send Movie Night flyer home w/students **Person:** Classroom teachers
Nov 5, 2010: Set up Movie Night and have parents complete surveys **Person:** Penny Royse
Nov 8, 2010: Send out staff surveys **Person:** Carol Hadley

Nov 12, 2010: Analyze data from parent and staff surveys **Person:** Carol Hadley
Nov 12, 2010: Outreach Program: Send a list of children's books made into movies to parents **Person:** Carol Hadley
Jan 14, 2011: Create a list of Tips on Reading at home **Person:** Debbi McKinley
Jan 14, 2011: Create volunteer sheet, flyer, sign-in sheets, parent survey, and reminder flyer **Person:** Debbi McKinley
Jan 18, 2011: Post volunteer sheet and contact past community readers **Person:** Debbi McKinley/Carol Hadley
Jan 21, 2011: Give flyer to Donna to copy and distribute to classroom teachers **Person:** Debbi McKinley
Jan 24, 2011: Send home flyer w/students **Person:** Classroom teachers
Feb 3, 2011: Make arrangements for refreshments and books for Bingo and Sports Theme **Person:** Carol Hadley
Feb 17, 2011: Give reminder flyer to Donna to copy and distribute to classroom teachers **Person:** Carol Hadley
Feb 18, 2011: Send home reminder flyer **Person:** Classroom teachers
Feb 22, 2011: Set up event and have parents complete survey **Person:** Debbi McKinley/Carol Hadley
Feb 23, 2011: Send out staff surveys **Person:** Carol Hadley
Feb 28, 2011: Analyze data from surveys **Person:** Carol Hadley
Feb 28, 2011: Outreach Program:Send Tips on Reading at home to parents **Person:** Carol Hadley
Mar 28, 2011: Talk w/PTO to plan booth **Person:** Gretchen Hughes
Mar 29, 2011: Begin locating needed materials **Person:** Jonathan Stoner/Gretchen Hughes
Apr 13, 2011: Call Public Library for flyer about Summer Reading Programs **Person:** Jonathan Stone/Gretchen Hughes
Apr 13, 2011: Create parent survey **Person:** Carol Hadley
Apr 29, 2011: Set up booth **Person:** Jonathan Stoner/Gretchen Hughes
May 2, 2011: Send out parent and staff surveys **Person:** Carol Hadley
May 3, 2011: Collect surveys and analyze data **Person:** Carol Hadley
May 3, 2011: Outreach Program :Send Summer Reading Program Information home **Person:** Carol Hadley

Teacher Mentoring Program

Aug 10, 2010: Corporation Wide **Person:** Patty Ertel

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Attendance

No professional development is needed for this strategy.

A. Parent Involvement: Combating Parent Apathy

No professional development is needed for this strategy.

B. Educator Training for Parent Involvement

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum

Diferentiated Instruction

Brief Description: Provide resources and support to staff.

Intended Participants: Teachers, Administrators, Other

Date: Nov 9, 2010

Activity Purpose: Information, Refinement

Activity Format: Other

Funding:

Does this activity occur during the school day? No

Differentiated Instruction

Brief Description: Providing resources to support DI in the classroom.

Intended Participants: Teachers, Administrators, Other

Date: Sep 7, 2010

Activity Purpose: Information, Refinement

Activity Format: Other

Funding:

Does this activity occur during the school day? No

Differentiated Instruction

Brief Description: Provide resources and support to staff.

Intended Participants: Teachers, Administrators, Other

Date: Oct 12, 2010

Activity Purpose: Information, Refinement

Activity Format: Other

Funding:

Does this activity occur during the school day? No

Differentiated Instruction

Brief Description: Provide resources and support to staff.

Intended Participants: Teachers, Administrators, Other

Date: Dec 7, 2010

Activity Purpose: Information, Refinement

Activity Format: Other

Funding:

Does this activity occur during the school day? No

Differentiated Instruction

Brief Description: Provide resources and support to staff.

Intended Participants: Teachers, Administrators, Other

Date: Jan 11, 2011

Activity Purpose: Information, Refinement

Activity Format: Other

Funding:

Does this activity occur during the school day? No

Differentiated Instruction

Brief Description: Provide resources and support to staff.

Intended Participants: Teachers, Administrators, Other

Date: Feb 8, 2011

Activity Purpose: Information, Refinement

Activity Format: Other

Funding:

Does this activity occur during the school day? No

Differentiated Instruction

Brief Description: Provide resources and support to staff.

Intended Participants: Teachers, Administrators, Other

Date: Mar 8, 2011

Activity Purpose: Information, Refinement

Activity Format: Other

Funding:

Does this activity occur during the school day? No

Differentiated Instruction

Brief Description: Provide resources and support to staff.

Intended Participants: Teachers, Administrators, Other

Date: Apr 12, 2011

Activity Purpose: Information, Refinement

Activity Format: Other

Funding:

Does this activity occur during the school day? No

Differentiated Instruction

Brief Description: Provide support and resources to staff.

Intended Participants: Teachers, Administrators, Other

Date: May 10, 2011

Activity Purpose: Information, Refinement

Activity Format: Other

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: Mathematics

No professional development is needed for this strategy.

I. Focused Academic Area: Reading Comprehension

Professional resource: *Comprehension Connections* by Tanny McGregor

Brief Description: Teachers will read *Comprehension Connections* and participate in a monthly study group led by the literacy coach.

Intended Participants: Teachers, Administrators

Dates: Sep 28, 2010; Oct 28, 2010; Nov 28, 2010; Dec 28, 2010; Jan 28, 2011; Feb 28, 2011; Mar 28, 2011; Apr 28, 2011

Activity Purpose: Skill Building

Activity Format: Study Group, Professional Reading, Collaborative Problem Solving

Funding: Instructional Supplies

Does this activity occur during the school day? No

Professional Resource available: **McMillan McGraw Hill Treasures website for unit and basal story ac**

Brief Description: Inform staff members of the resources available via this website.

Intended Participants: Teachers, Administrators

Date: Nov 9, 2010

Activity Purpose: Information

Activity Format: Other

Funding: 0

Does this activity occur during the school day? No

Professional Resource available: **net trekker teacher resource tool through JCSC:** <http://www.nettre>

Brief Description: Inform staff members of the resources available via this website

Intended Participants: Teachers, Administrators

Date: Dec 7, 2010

Activity Purpose: Information

Activity Format: Other

Funding: 0

Does this activity occur during the school day? No

Professional Resource available: **Florida Center for Reading Research Student Activities** <http://www.f>

Brief Description: Inform staff members of the resources available via this website.

Intended Participants: Teachers, Administrators

Date: Oct 12, 2010

Activity Purpose: Information

Activity Format: Other

Funding: 0

Does this activity occur during the school day? No

L. Early Childhood Transition: Transition from Pre-K to Kindergarten

No professional development is needed for this strategy.

O. Extended Learning Activities

No professional development is needed for this strategy.

P. Teacher Mentoring Program

Corporation Wide

Brief Description: All faculty will participate in their given choice of break out professional development sessions.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 10, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Presentation, Peer Coaching, Collaborative Problem Solving

Funding: NA

Does this activity occur during the school day? Yes

T. Annual Parent Meeting

No professional development is needed for this strategy.

U. Focused Student Group: Focused Academic Area Language Arts -- Special Education

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

Local Areas of Concern

We are concerned that... [blank]

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

We are concerned that... students need a safe learning environment

Data Targets Influenced by This Concern:

- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- Safe and Disciplined Learning Environment: Guidance Lessons
- C. Outreach to Preschool Parent Involvement Programs

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- Attendance
- A. Parent Involvement: Combating Parent Apathy
- N. Parent Notice - School in Improvement

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- Attendance
- F. Encourage Rigorous Curriculum
- V. Peer Review for SIP

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Fourth and Fifth Grade General Ed. Students -- Passing LA ISTEP
- Fourth and Fifth Grade General Ed. Students -- Passing Math ISTEP
- Students Grades 3-6 Special Education -- Passing ISTEP Language Arts
- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- Attendance
- Safe and Disciplined Learning Environment: Guidance Lessons
- I. Focused Academic Area: Mathematics
- I. Focused Academic Area: Reading Comprehension
- N. Parent Notice - School in Improvement
- V. Peer Review for SIP

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students Grades 3-6 Special Education -- Passing ISTEP Language Arts
- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (SW)

Data Targets Influenced by This Concern:

- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- L. Early Childhood Transition: Transition from Pre-K to Kindergarten

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results
- N. Parent Notice - School in Improvement

N. Parent Notice - School in Improvement (In Improvement)

Data Targets Influenced by This Concern:

- Students Grades 3-6 Special Education -- Passing ISTEP Language Arts

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (In Improvement)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- O. Extended Learning Activities

P. Teacher Mentoring Program (In Improvement)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- P. Teacher Mentoring Program

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (SW)

Data Targets Influenced by This Concern:

- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (SW)

Data Targets Influenced by This Concern:

- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students Grades 3-6 Special Education -- Passing ISTEP Language Arts

Strategies to Impact This Concern:

- U. Focused Student Group: Focused Academic Area Language Arts -- Special Education
- V. Peer Review for SIP

V. Peer Review for SIP (In Improvement)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades Kindergarten- Sixth Grade -- Meeting End of Year TRC School Benchmark: Oral Reading and Comprehension

Strategies to Impact This Concern:

- V. Peer Review for SIP

Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	Front office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	SES provision of only non-proficient and free and reduced kids can take advantage of additional support
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Reading 3D, BURST, mclass Math, Acuity
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<ul style="list-style-type: none"> *InSAI Expectations Assessment *InSAI Curriculum Assessment *InSAI Instruction Assessment *InSAI Classroom Assessment *InSAI Extra Help Assessment *InSAI Guidance Assessment *InSAI Environment Assessment
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	NA
F. Has your district set aside 10% of the district's Title I funds to support high quality professional development in your school and other schools in improvement located in your district for the purpose of helping the schools meet adequate yearly progress?	Yes. Our district has set aside 10% of the district's Title I funds to support high quality professional development focused on meeting adequate yearly progress in our school (and other schools in our district that are "in" improvement.

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
First Year: Rationale + Organizational Structure After First Year: Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2009-2010 school year